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FACTORS AFFECTING ENTREPRENEURIAL INTENTION OF MALAYSIAN UNIVERSITY STUDENTS

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Abstract

Entrepreneurship development has been designated as a key component in economic transformation and educational programs in Malaysia. The government has introduced various initiatives to cultivate entrepreneurial spirit among younger generations, especially the university students. Despite the magnitude of these efforts, little is known whether university students today are entrepreneurial. Notwithstanding the abundance of literature on entrepreneurship, factors affecting students' entrepreneurial behaviour and why certain students are more entrepreneurial than others require continual assessment. Hence, the present study is aimed at investigating entrepreneurial intention among university students in Malaysia. Theory of planned behaviour is adopted to specifically look at the effect of behavioural factors on entrepreneurial intention. Moreover, contextual factors are incorporated into the model to articulate the impact of perceived support and barriers towards such intention. Using field data collected from 204 university students in Malaysia, this study examines the impact of behavioural factors as well as the contextual factors on students' entrepreneurial intention by means of multiple regression using SPSS. The findings show that behavioural factors, namely attitude, subjective norm and perceived behavioural control, have significant effect on entrepreneurial intention. It is also found that perceived positive image about entrepreneurs and perceived difficulty to get financial support have impact on their intention. This confirms the need to inculcate entrepreneurship into university students and highlights the importance of providing them conducive surroundings to allow them to develop as entrepreneurs. It also suggests the misleading mentality among students about entrepreneurship as they might have perceived it to be about doing business with strong reliance on financial resources.

Keywords: Business, Human Resource Management, Marketing and Entrepreneurship

INTRODUCTION

Entrepreneurship is more than a mere creation of business. Entrepreneurs are those with the characteristics of seeking opportunities, willing to take risks and develop them beyond their comfort and safety zone. They possess the tenacity and skills to push through ideas, innovate and manage a business venture amidst ever changing business and economic conditions. They serve as aggressive catalysts for change and constantly strive to break new barriers and gain new frontiers.

Entrepreneurial intention (EI) refers to the action undertaken as a result of a person's attitude towards the outcomes of his actions and self-efficacy (Douglas and Fitzsimmon, 2008) and EI is now widely regarded as an area that has been extensively researched and upon which in-depth studies (Karr,

1985; Graham and McKenzie, 1995; Nabi and Holden, 2008; Ismail, Khalid, Othman, Jusoff, Abdul Rahman, Kassim and Sheikh Zain, 2009) have been financed, due to its importance to the economies of many countries. In Malaysia however, EI remains much to be explored and looked into, specifically that of graduate students who could be potential entrepreneurs in the next few years.

Notwithstanding the various government initiatives, entrepreneurial education within the country has largely failed to influence students to pursue entrepreneurship (Cheng, Chan & Mahmood, 2009). This was evident by the rate of entrepreneurship in Malaysia, measured by the impasse of new business establishment and the low number of new businesses created annually. Given the aforementioned scenario, there is an urgency to revisit issues pertaining to student's entrepreneurial intention.

LITERATURE REVIEW

Entrepreneurial Intention

Most recently, EI is defined as the action of an individual's attitudes towards the outcomes of the resulting actions and his self-efficacy, perception of desirability and feasibility to act upon opportunities (Shapero, 1982; Peterman and Kennedy, 2003; Douglas and Fitzsimmon, 2008). EI involves conviction, steely ambition and an ability to be independent. Since such attributes are behavioural in nature, most literature on EI examines factors that influence such intention.

The vital role played by EI in eventual venture creation has been examined in depth (Shapero, 1975; Shapero and Sokol, 1982; Bird, 1988; Krueger, 1993; Krueger et al., 2000; Tkachev and Kolvereid, 1996; Kolvereid, 1996). Socio-psychological models have often been used to study EI and explore the attitudes and their determinants (Krueger, 2007). Such models are used to explain the correlation between personality factors and EI. Moreover, they are used to research planned and intentional behaviour in entrepreneurship (Krueger et al. 2000; Armitage and Conner 2001). Hence, it is asserted that intention to commence an entrepreneurial journey determines the actual business creation (Kolvereid and Isaksen 2006).

The predominant intention models, which are widely used to study entrepreneurship, are Ajzen's TPB and Shapero's model of the entrepreneurial event (Shapero, 1982; Ajzen, 1987; Nabi and Holden, 2008). The former claims that intentions depend on perceived levels of personal attractiveness, subjective social norms, and perceived feasibility. The latter, in turn, argues that EI depends on the perception of feasibility, personal desirability, and a propensity to act. Therefore, it is surmised that potential EI antecedents include the role of personal characteristics, abilities, experiences (Bird, 1988), personal feasibility, social desirability (Shapero, 1975), and propensity to act (Shapero and Sokol, 1982; Krueger, 1993). The relative explanatory capacities of these two models are contrasted and they are found to be interrelated. As such, they become valuable tools to study entrepreneurship and the emergence of organisations (Krueger et al., 2000). The models primarily focus on the pre-entrepreneurial event by applying theoretical approaches to attitudes and behaviours (Ajzen, 1991) as well as theoretical aspects of self-efficacy and social learning (Bandura, 1989).

Numerous studies determining such EI have often used university or college students as sampling objects (Krueger, 1993; Krueger and Brazeal, 1994; Douglas and Fitzsimmons, 2008; Ismail et al., 2009). In 1996, EI was surveyed among university students who took business courses in Norway, and Ajzen's three antecedents of attitudinal, subjective social norms, and perceived behavioural control were found to be significant (Kolvereid, 1996). Another survey of business students was conducted one year later in various countries, and it is found that and it is found that autonomy served as a significant antecedent of EI in Finland, France and Sweden while conviction as an antecedent EI in Finland, Thailand and America (Autio et al., 1997). In 1999, a study in Russia among engineering and medical students found all three antecedents as significant contributors to EI (Tkachev and Kolvereid, 1999). In 2001, a study in Ireland and America found perceived self-control to be the primary influence on EI (Autio

et al., 2001). In 2005, a French study examined the effectiveness of taught entrepreneurship programs (Fayolle et al., 2005). The subsequent year, three separate studies determined that autonomy (Van Gelderen and Jansen, 2006), improvisation (Hmieleski and Corbett, 2006) or role models (Van Auken et al., 2006) alone was enough to predict EI. In 2007, however, a study involving Irish and American samples found ambiguity and personal consistency was predictors of EI, but concluded that the motivation to achieve was not. An important study by Baron in 2008 argued that affect will impact the cognitive process of intention, and hence can play a role in moderating the antecedents of EI (Baron, 2008). Hence, it is important to examine the cognitive process that leads to EI to understand the entrepreneurial event. Clear understanding has to be determined on the reasons that make an individual commence a business venture, as this will broaden the depth of how entrepreneurs are developed in the first place.

Theory of Planned Behaviour

Ajzen's (1991) TPB identifies antecedents of intention as attitudinal, with perceived behavioural control (PBC) at its core. TPB has been extensively used in explaining an individual's intention to perform a particular behaviour (Autio et al., 2001; Gelderen et al., 2008; Gird and Bagram, 2008; Krueger and Brazeal, 1994). Such behavioural performance maybe, to a degree, predicted by analysing the individual's plans and intentions to perform the behaviour. From a cognitive standpoint, behaviour refers to salient information that are relevant to the planned behaviour (Robert et. al., 2010).

Planned behaviours such as the commencement of a business venture are intentional and may be thus predicted by intention to that planned behaviour (Ajzen, 1991). Attitudes towards the behaviour, subjective norms and perceived behavioural control may be used to predict the behaviour. Exogenous external influences like demographics, available skillset, cultural uniqueness and financial capability and support affect attitudes and indirectly affects intentions and behaviour (Shapero and Sokol, 1982). Numerous studies have been conducted to empirically test specific parts of the theory of planned behaviour using eventual business setup as the eventual behaviour (Kolvereid, 1996a; Krueger et al., 2000; Luthje and Franke, 2003). It was found that attitude towards being self-employed is the key determinant perceived in becoming an entrepreneur. Subjective norm refers to the perceptions of what important people such as close family members, close friends and role models think about the individual's prospective decision to be self-employed, in addition to the individual's personal motivation to listen to them (Krueger et al., 2000). Finally, perceived behavioural control refers to the perceived ability to be an entrepreneur (Kolvereid, 1996a). Intention, for the sake of the proceeding sections in the study, is simply a state of mind that will direct an individual's attention and action towards entrepreneurship (Bird, 1988).

Intention

Entrepreneurship or the entrepreneurial event can be best predicted by intention towards such an eventuality. It relates to how much effort an individual will invest and expend to perform a particular behaviour (Ajzen and Driver, 1992). It is accepted within the depth of psychological literature that intention is the best predictor of planned behaviour, especially when such a behaviour is rare and involve an unpredictable amount of time (Bird, 1988; Katz and Gartner, 1988; Krueger and Brazeal, 1994). Entrepreneurship is an ideal example of such an intentional, planned behavior. Researchers have studied at length on the influence of intention on entrepreneurship, using employment choice models, where career intention is deemed an antecedent of behaviour (Krueger and Carsrud, 1993; Kolvereid, 1996b). Intentions are then determined by attitudes, which are then affected by external exogenous factors such as situational variables and an individual's character traits (Ajzen, 1991; Krueger et al., 2000).

Therefore, by comprehending the antecedents of intention, we are able to subsequently comprehend the reasons for an intended behaviour. Via their impact on intention, attitude does correspondingly influence behaviour. Both intention and attitude vary according to situations and individuals. However, it is accepted that intention models are able to predict behaviour better than individual variables such as personality and situational variables such as employment status. Such

intention models provide superior predictive validity to explain eventual outcomes.

Attitude

High attitude individuals with attitudinal tendencies towards financial reward, sense of accomplishment, independence, competitiveness and agents of change deemed are strong prospective entrepreneurs (Douglas and Fitzsimmons, 2005). A basic personality characteristic like the need for achievement can influence an individual towards EI (McClelland 1961, 1971). In that breakthrough study, McClelland identified and singled out individuals with a high desire for achievement as having a similarly strong desire to be a success in life. Such individuals give high regard towards personal responsibility and enjoy measured risk-taking. They are also highly motivated towards seeing the fruits and results of the decisions they made. Such an individual with a high need and desire for achievement is usually more self-confident conducts research on his environment and requests feedback on his progress towards his goals (McClelland, 1965).

This was reaffirmed in 1993, when the need for achievement was found amalgamated to include the desire to be successful within one's personal capacity, the tendency to undertake measured risks, and the desire for instant and concrete feedback (Terpstra et al, 1993). In 1997, such a need for achievement was conceptualised as the sole factor that drives an individual to face challenges and be successful (Lee, 1997). In a separate study, the differences between samples with high and low motivation was looked into, which resulted in the conclusion that individuals with a high need for achievement had a low acceptance of failure (Scapinello, 1989). A corresponding low need for achievement is linked to low competence, low expectations, low inspiration, a negative orientation towards failure, and a tendency towards blaming oneself (Nathawat et al, 1997).

Subjective Norm

Broadly, subjective norm refers to the perceived social pressure to perform or not to perform a particular behaviour. Usually, direct family members and close friends are people who are most significant to an individual, and they have an influence over the intention level of whether the individual should start a business. To quantify the skills development and level of an individual, the field of human resources and management term it as human capital. Human capital is very important in the formation of human cognitive abilities (Becker 1964), where perceived feasibility and desirability would be included. However, according to Coleman (1988), social relationships are a highly relevant element in the creation of this human capital.

Social networks have an impact on desired career paths and the likelihood of successful entrepreneurial endeavour. The study of entrepreneurship has increasingly reflected the general understanding that entrepreneurs and new companies must engage in networks to survive (Huggins, 2000). Networks represent a means for entrepreneurs to reduce risks and costs and improve access to knowledge, ideas and capital (Aldrich and Zimmer, 1986). The term capital used by Aldrich and Zimmer is broad, and need not be restricted to merely financial capital. Social networks are made up of formal and informal connections between actors and offers entrepreneurs' access to much-needed resources for business success and eventual market reward (Kristiansen and Ryen, 2002). The number and strength of the connections and its extensions and diversity determine the quality of social networks (Granovetter, 1973; Aldrich and Martinez, 2001). In a collective and conservative Asian society such as Malaysia, the impact of social networking as a subjective norm towards EI cannot be understated, and has a larger influence than in western cultures. Malaysian undergraduates, as young adults, may be influenced not only at a micro (individual) level, but also at a macro (society) level. This has been to an extent overlooked by Malaysian literature on EI.

Perceived Behavioural Control

Perceived behavioural control (PBC) refers to elements that may either facilitate or impede the performance of a behaviour. Numerous important studies have been conducted on PBC (Boyd and Vozikis, 1994; De Noble, Jung and Erlich, 1999; Kristiansen and Indarti, 2004; Douglas and Fitzsimmons, 2008). With specific reference to entrepreneurship, it reveals the perceived ease or difficulty setting up a new business venture (Wu and Wu, 2008). It ties in with self-efficacy which refers to an individual's perception towards his own ability to perform a task (Bandura, 1977) and is important in the development of intention (Ryan, 1970). Intentions and its attitudinal antecedents are based on perceived notions. As such, they are not fixed elements grounded since an individual's formative years, but can be learnt and moulded through one's life. Self-efficacy also affects an individual's belief on whether he can achieve his goals (Cromie, 2000). This underpins the foundation for human motivation towards achieving one's goals. An individual who believes that he can get the desired results from his actions will be highly incentivised (and motivated) to act and persevere amidst difficulties (Pajares, 2002).

Bandura's social theory further states that an individual's level of motivation and his resulting actions are based more on his beliefs than on what may or may not be objectively true. Given a strong perception of self-efficacy, an individual can be greatly influenced on acting on an intention and will utilise available knowledge and skills towards the particular behaviour or goal. His resulting behaviour will correspond to his perceptions and beliefs about his own capability to perform the behaviour, instead of hard facts on his own competency to do so.

Perceived Support and Perceived Barriers

EI is directly affected by perceptions towards entrepreneurship support and barriers (Luthje and Franke, 2003). Should an individual perceive elements of a business environment to be favourable, he may be willing to engage in entrepreneurship— such is perceived support (Ismail et al, 2009). Perceived barriers on the other hand are noted as: a reluctance to work hard and commit time (Henderson and Robertson, 1999), a shortage of financial support (Lane, 2002), a lack of ideas, an aversion to risk and a nagging fear of failure (Henderson and Robertson, 1999; Lane, 2002). Both contextual factors have to be viewed collectively as a perceived lack of support may be perceived as a barrier, and vice-versa. Among the contextual elements that affect EI are cultural and social variables, access to resources, physical infrastructure and economic and political conditions (Kristiansen, 2001, 2002a). They are also vital in framing the perception a potential entrepreneur has on the environment around him (Anderson, 2000).

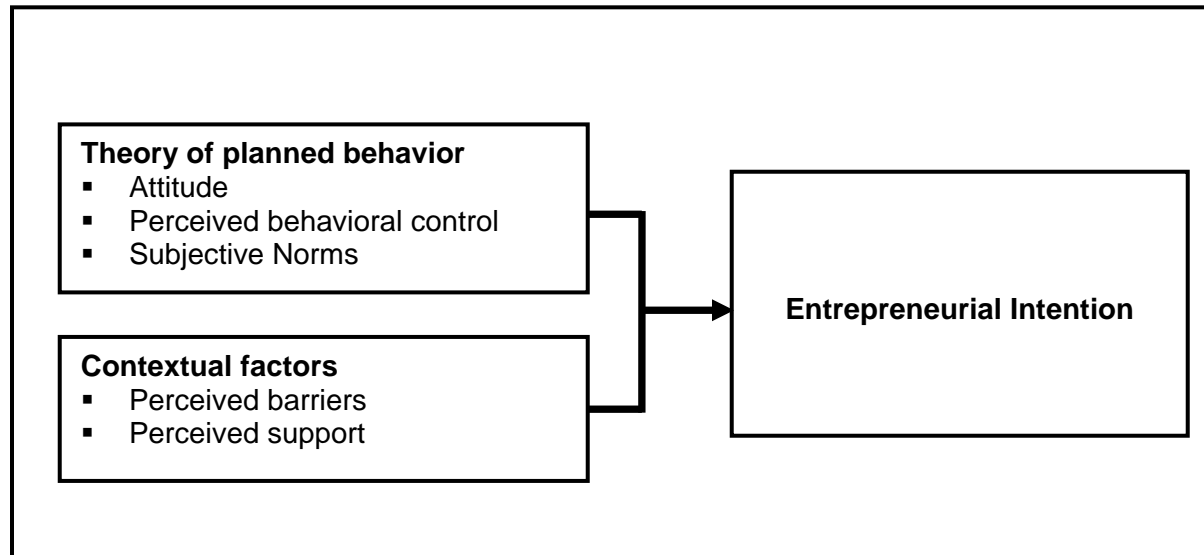
To further illustrate the above, two elements normally regarded to be of importance by potential entrepreneurs will be discussed: access to capital and the availability of business information. In developing economies such as Malaysia with a less than vibrant venture capital scene, access to capital is a typical barrier to many a potential entrepreneur. Empirical studies concluded that the lack of access to finance is deemed the primary barrier for many potential entrepreneurs (Marsden, 1992, Steel, 1994, Meier and Pilgrim, 1994). Such access to capital may come in the form of gifts or friendly loans from close social networks, or via sources of credit from financial institutions despite their sometimes-high interest rates. In many developing economies, the capital to labour ratio is low and low levels of capital is needed to commence a business venture (Robinson, 1993). However, in developed economies, there are high capital to labour ratios in higher end industries, and this may prove a higher perceived barrier towards entrepreneurship, despite the availability of efficient financial institutions with attractive interest rates.

Interestingly, the availability of business information is also important. A study in India found that an individual's eagerness to seek information related to his business is a key characteristic of a successful entrepreneur (Singh and Krishna, 1994). Such seeking of information may be measured by the number of times contact has been made with multiple sources of the business information an individual seeks. In another study in Indonesia, it was determined that access to up-to-date business information is indispensable to the setup and continued growth of an organisation (Kristiansen, 2002b). Examples of such information include market knowledge, technological solutions, product design, and governmental

rules. Such access to information is highly relevant to the perception of an individual's ability to succeed, which affects his EI. However, it is also important to note that Kristiansen, in a later study, found that the availability of the information is dependent on personal characteristics, infrastructure and social networks (Kristiansen, 2003a). Given the aforementioned, perceived support and perceived barriers will be used as two independent variables in the model.

CONCEPTUAL FRAMEWORK

Figure 1: Proposed Conceptual Framework



RESEARCH METHODOLOGY

Sampling Design

This study was conducted using university students as sample respondent. Since the population of the students in Malaysia is not available, a non-probability sampling method was used to select the target respondent for this study. G-power analysis was used to determine the ideal sample size for this study. By running a *a priori* power analysis using medium effect size with a significance level of 0.05 and probability of rejecting the null hypothesis at 95% with 5 predictors, the total sample size required for this study is 138.

Research Procedure

A quantitative approach using self-administered questionnaire was adopted for this study such that the questionnaire was distributed to the students with the help of academicians at the end of their respective classes. A judgmental sampling approach was used in which students were invited to participate in the survey voluntarily. A total of 204 usable responses were collected at the end of the one month survey period.

Items in the questionnaire were measured with a 7 point Likert-scale (i.e 1 – strongly disagree to 7 –strongly agree) except for items pertaining to demographic background. All items about key constructs of the studies (attitude, subjective norm, perceived behavioural control and entrepreneurial intention) are

adapted from previous established measurement scale (Ramayah and Harun, 2005). All the data were keyed in into SPSS for screening and for subsequent analysis.

FINDINGS AND DISCUSSIONS

Respondents Profile

Despite distributing 300 copies of questionnaire, 220 are collected, accounting for 73% of response rate. Nevertheless, as 16 copies were found to be unusable, 204 were computed into SPSS for data analysis. Table 1 below presents the profile of 204 university students sampled throughout Malaysia for the study.

Table 1: Respondents Profile

Variable		Frequency	Percentage
Gender	Male	91	44.6
	Female	113	55.4
Ethnicity	Malay	79	38.8
	Chinese	67	32.8
	Indian	19	9.4
	Others	39	19.1
Type of School/Field	Business	98	48.0
	Non-Business	106	52.0
I have attended/been attending entrepreneurship training	Yes	85	41.9
	No	119	58.1
I have had entrepreneurial experience	Yes	76	37.4
	No	128	62.6
Present education is making me entrepreneurial	Yes	86	42.2
	No	27	13.5
	Unsure	90	44.3

The findings show a good proportion of male and female university students (44.6% male and 55.4% female). The number of students from different ethnic groups also reflects well the actual population in Malaysia. The findings also show that most students (58.1%) have not attended any entrepreneurship training before. This explains why most of them (62.6%) do not have any entrepreneurial experience. Nevertheless, only a small number of them (13.5%) think that the present tertiary education is not making them entrepreneurial. Notwithstanding 42.2% of the students seeing the impact of education on their entrepreneurship, 44.3% of them are actually unsure of the association of education and entrepreneurship. Given the effort by the government to cultivate entrepreneurial spirit among university students, such high percentage of uncertainty is quite alarming.

Descriptive Findings

Table 2: Descriptive Findings for Variables under Investigation

Variables		Mean	Std. Deviation	Cronbach's α
Attitude	ATT1	5.2624	1.3913	0.659
	ATT2	4.8366	1.5056	
Subjective Norm	SN1	4.5000	1.5272	0.873
	SN2	4.5253	1.3730	
	SN3	4.4747	1.4274	
Perceived Behavioural Control	PBC1	4.1471	1.5177	0.840
	PBC2	3.8922	1.5467	
	PBC3	4.1078	1.5530	

Variables		Mean	Std. Deviation	Cronbach's α
Entrepreneurial Intention	INT1	4.5196	1.4804	0.827
	INT2	4.4804	1.5551	
	INT3	4.6667	1.4644	
Perceived Support	PS1	4.802	1.320	N/A
	PS2	4.685	1.169	
	PS3	4.603	1.460	
Perceived Barrier ^R (Read as no barrier)	PB1	3.570	1.238	N/A
	PB2	3.709	1.274	
	PB3	3.451	1.380	

^R indicates the statements about perceived barriers have been reverse-coded to become positive-worded statements.

According to Sekaran (2000), the Cronbach alpha is a reliability coefficient that indicates how well the items are positively correlated to one another. Based on the guideline given by Sekaran (2000), score of 0.7 is acceptable while over 0.8 are consider good. Score of 0.6 is often acceptable when the study is about human psychological responses. The findings show that university students are generally more inclined to favourable responses to EI. Based on mean values, attitude is found to have the highest agreement compared to others while perceived behavioural control the weakest. It may well describe that attitude towards entrepreneurship is more relevant to students than perceived control to become entrepreneurs in the future. On one hand it corresponds to earlier literature that TPB explains determinants of human behaviours, on the other hand it highlights the importance of attitude in predicting behavioural intention.

Worth noting that statements for perceived support and perceived barriers are not computed to check internal consistency because these statements are in formative measurement. The findings show that students tend to believe that there is support to entrepreneurship development. However, they also perceive barriers in such development. This shows contradicting views and it warrants further investigation into the subject matter.

Relationships between Behavioural Factors and Entrepreneurial Intention

Table 3: Regression Findings on Relationships between Behavioural Factors and Entrepreneurial Intention (EI)

Variables	Beta	t-value	p-value
Constant	0.403	1.312	0.191
ATT	0.338	6.002	0.000**
SN	0.316	4.806	0.000**
PBC	0.239	0.239	0.000**
R square		0.506	
Adjusted R square		0.498	
F		65.547	
Significance value		0.000	
Durbin Watson		2.224	

** p < 0.01; * p < 0.05 (one-tailed)

The regression findings as shown in Table 3 show that attitude, subjective norm and perceived behavioural control are all significant predictors of EI. This validates the use of TPB in explaining behavioural intention. The R² of 51% suggest the model has adequate explanatory capacity for the phenomenon under investigation. As such, the first three hypotheses pertaining to the effect of attitude, subjective norm and perceived behavioural control on EI are all supported.

Based on the beta values, it can be concluded that attitude is a stronger predictor of EI than subjective norm and perceived behavioural control. This highlights the importance of university students'

understanding and perception about entrepreneurship. When they believe entrepreneurship in general and becoming entrepreneurs are good prospect, they will have favourable attitude towards it which will in turn result in stronger willingness and probable behavior. Having said that, subjective norm and perceived behavioural control are also found to be significant. Thus, it also highlights the necessity to provide encouragement and motivation to university students so as to make them more entrepreneurial, and afford them resources to becoming entrepreneurs in the future.

Relationship between Contextual Factors and Entrepreneurial Intention (EI)

Table 4: Regression Findings on Relationships between Contextual Factors and Entrepreneurial Intention (EI)

Variables	Beta	t-value	p-value
Constant	4.467	5.986	0.000
PS1	0.194	2.542	0.012*
PS2	0.017	0.206	0.418
PS3	0.026	0.388	0.349
PB1 ^R	-0.160	-1.957	0.026*
PB2 ^R	-0.046	-0.609	0.272
BS3 ^R	-0.082	-1.196	0.116
R square		0.111	
Adjusted R square		0.083	
F		3.971	
Significance value		0.001	
Durbin Watson		1.886	

** p < 0.01; * p < 0.05 (one-tailed)

The findings as shown in Table 4 provide evidence that while students believe there is positive image of entrepreneurs in Malaysia, they disagree that there is enough financial support to start-up self-owned business. Hence, both specific perceptions are found to have significant effect on EI. However, the R² of 11% denote that the variance explained is weak. It is therefore surmised that behavioural factors provide better explanatory capacities than contextual factors so as to understand EI among university students in Malaysia. It is also concluded that the second set of hypotheses pertaining to the effect of perceived support and perceived barrier on EI among university students are partially supported.

Even though such support and barrier are a matter of perception, it cannot be overlooked. Believing that entrepreneurs have a good image in Malaysia is a strong internal support to university as it generates momentum in them to pursue and achieve their goals. Such belief must have come from knowing many success stories of entrepreneurs in Malaysia. Their life stories and how they succeeded must have inspired many university students to go extra mile to become like them in the future. Nevertheless, university students also perceive financial barrier to be an obstacle in their pursuit. On one hand, such negative perception might have hindered them from continuing what they are passionate about, but on the other hand, it also exposes the mind-set of “entrepreneurism” of university students in Malaysia. While there are entrepreneurs who succeed against all odds, there are also entrepreneurs who do well because of strong financial foundation. This might have created a misleading mentality believing that monetary support breeds and guarantees entrepreneurial success. This can be worrying as it diminishes the development of creativity and innovativeness among university students. It might cause them to be overly dependent on external sources, especially in monetary form.

IMPLICATIONS AND CONCLUSION

The purpose of this study is to investigate the impact of behavioural and contextual factors on student's entrepreneurial intention. Using Theory of Planned Behaviour (Ajzen & 1991), this study investigate student's attitude, subjective norm and perceived behavioural control as the behavioural

context leading to their entrepreneurial intention and at the same time, applying perceived support and perceived barrier as contextual factor influencing the students entrepreneurial intention. The results of the study suggest that both behavioural and contextual factors are possible determinants of student entrepreneurial intention with behavioural context is a larger determinants and largely explained the variance of students' entrepreneurial intention.

This study is significance in several ways. Towards the universities and government agencies conducting entrepreneurial course, it is recommended that there has to be a clear distinction between entrepreneurship education taught by academics and entrepreneurial programmes with a practical approach towards implementation. At the initial stage, it is suggested that academia needs to be trained with the ability to identify students with potential entrepreneurial skills. Moving forward, these identify student will then be placed in advanced entrepreneurial programme organized through industry-specific workshop to further nurture their EI.

Financial institutions, on the other hand, should extend more resources towards communicating the available financial options to university students, instead of focusing on working adults. It is crucial that financial institutions plant the seeds of financial assistance schemes and options for students to consider, should they one day decide to venture forth in a business.

NGOs that tends to focus on social entrepreneurship to find solutions to social problems can play their parts in nurturing universities students' EI. NGOs can cultivate students' entrepreneurial intention by the notion of being able to set up business venture to cure societal ills. Through engaging students in campuses, NGOs should be able to communicate on options towards social entrepreneurship and its success stories thereof.

Although there are multitude of studies on human behaviour, especially that of university students, it is still a daunting task to explain actions, the reasons for those actions, and thereafter predict subsequent actions. A processed approach is needed to attempt to be able to explain and predict actions based on determinants and factors. Moreover, the impact of situational factors and psychological drivers such as culture and generation on entrepreneurial intention also needs to be delved into so as to provide a comprehensive understanding and application of the subject matter.

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